

**IMPROVING STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXTS THROUGH GALLERY WALK
TECHNIQUE AT THE FIRST GRADE OF SMAN 1 SUMBEREJO**

(A Script)

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ABSTRACT

IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS THROUGH GALLERY WALK TECHNIQUE AT THE FIRST GRADE OF SMAN 1 SUMBEREJO

RENI KURNIASIH

The objectives of this research were (i) to investigate whether there was a statistically significant difference of the ability in writing descriptive texts between the students who were taught through Gallery Walk technique and those who were treated with the conventional method, and (ii) to find out the students' responses related to their attitudes toward the implementation of Gallery Walk technique at the first year of SMAN 1 Sumberejo.

This research was quantitative research which used Pre-Test Post-Test Control Group design. The population of this research was the first year students of SMAN 1 Sumberejo. The research was conducted to 30 students in class X MIPA 1 and 30 students in class X MIPA 2. The data were obtained through the writing test and questionnaires. The writing tests were used to measure the students' writing ability after having the treatments. The questionnaire was employed to collect the data of the students' responses toward the implementation of Gallery Walk technique. The data were analyzed by using Paired Sample T-test and Independent Sample T-test in which the significance was determined by value <0.05 . The validity of the instruments were based content and construct validity. In achieving the reliability of the tests, inter-rater was used in this study, while the reliability of the questionnaire was analyzed by using Cronbach Alpha Formula.

The result showed that there was a statistically significant difference of the students' writing ability between students who were taught through gallery walk technique and those who were treated with the conventional method. It was proven by the comparison of the gain scores of mean from experimental class and control class which showed the level of significance 0.028 ($p=0.028$, $p<0.05$). The students' responses of Gallery Walk technique in teaching writing were positive. It was showed from the average result of questionnaires in which the criteria was very high (80.3%). This suggests that Gallery Walk technique facilitates the students to improve their writing ability.

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A Script

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In

**The Language and Arts Education Department of
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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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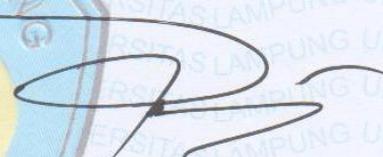
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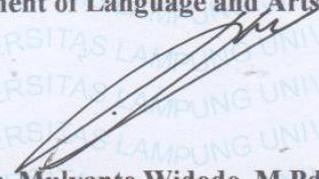


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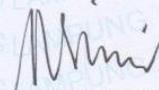
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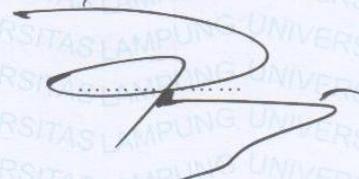
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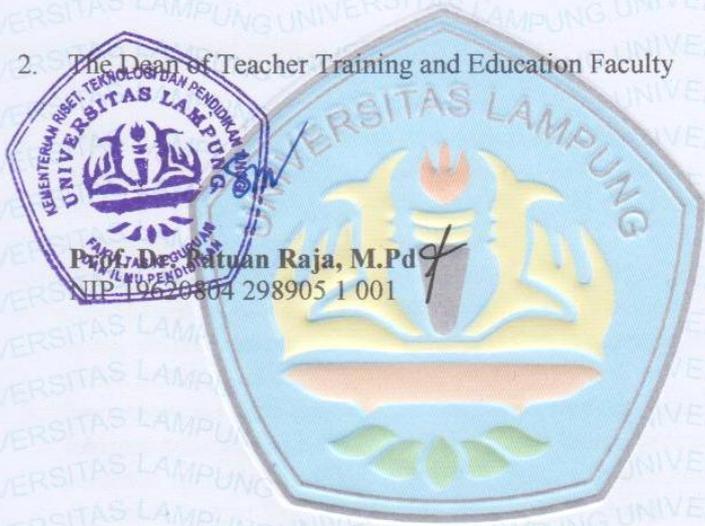
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CURRICULUM VITAE

The name of the writer is Reni Kurniasih. She was born in Gisting, on May 3rd 1996. She is the only one daughter and the youngest children of the greatest parents named Samingun and Ratini. She has three beloved siblings named Eko Prayitno, Adek Suprpto, and Tri Suwandi.

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DEDICATION

By offering my praise and gratitude to Allah SWT for giving never ending blessing to me, this piece of hard work is sincerely dedicated to:

My beloved father and mother, Samingun and Ratini who always pray for my life

My dearest siblings; Eko Prayitno, Adek Suprpto and Tri Suwandi, and also all of my extended family members

All my beloved friends in English Department

My lovely almamater, University of Lampung

MOTTO

“The best revenge is to improve yourself.”

(Ali ibn Abi Thalib)

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Alhamdulillah, praise is only for Allah SWT for the gracious mercy and tremendous blessing that always guides the writer along her life. She believes that by the blessing and the grace of Allah SWT, she is able to accomplish this script, entitled “Improving Students’ Ability in Writing Descriptive Texts through Gallery Walk Technique at The First Grade of SMAN 1 Sumberejo”, as one of the requirement to finish her S-1 degree at English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

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Finally, the writer believes that her writing is still far from perfection. There may be weaknesses in this research. Thus, comments and suggestions are always appreciated

for improvement. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers, and to those who want to conduct further research.

Bandar Lampung, January 2019

The writer

Reni Kurniasih

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I. INTRODUCTION

This chapter presents the background of the problem, research questions, objectives of the research, uses, scope, and definition of terms.

1.1. Background

Writing is one of productive skills which are important in learning English. Most writing does one of three things: inform, explain, or present an argument. Writing effectively involves discovering what you want to say, organizing your ideas, and presenting them in the most logical, effective way (Learning Express, 2009: 157).

Through writing, students are able to express their feeling, ideas, and information to others by organizing them into a good text.

In basic competence of the 2013 Curriculum for senior high school, writing is one of the language skills that should be mastered in studying English besides listening, speaking and reading. However, writing is the most complex language skill because it involves knowledge of sentence structure, diction, organization of ideas and mechanics. Westwood (2008: 56) states that written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic, and psycho-motor processes. In addition, Barkaoui (2007: 35) states that writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of

variety of linguistic, cognitive, and socio-cultural competencies. Therefore, in order to produce good writing, students requires a set of competencies.

Based on basic competence of the 2013 Curriculum for senior high school, one type of texts that the students should achieve is descriptive text. Descriptive text is a text that is used to describe a particular thing, person, or place. It talks about specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Furthermore, in writing descriptive text, the students are expected to be able to write a simple descriptive text correctly. Since the purpose of this text is to describe something in detail, so the students should develop their idea to make appropriate descriptions. In fact, not all students are able to write a descriptive text properly and in accordance with the existing elements in the descriptive text due to their problems in writing.

Based on pre-observation through interviewing the English teacher in SMAN 1 Sumberejo on October 2017, it was found out that most students were not quite active in teaching and learning process of English lesson. Most of students had less participation to share their ideas. Students tended to keep silent unless they were called to answer questions. Regarding to writing activity, students haddifficulty in transferring ideas into writing, although they had been given some topics to write. They seemed to struggle with organizing initial ideas and arranging them into a well-organized writing. Moreover, students also confused to use the correct grammar and appropriate language, so that they were afraid of getting writing task.

In addition, the students were lack of opportunities to practice writing. The teacher taught writing in a conventional method and rarely used media or techniques to engage students in writing activities. The teacher just explained the materials and then asked the students to do the exercises. It contributed to the students' less motivation in learning English especially in writing. This phenomenon also became one of those obstacles that made the students were difficult in mastering writing skill.

In order to solve the problems mentioned above, Gallery Walk was suggested as an innovative technique to help improve the students' writing ability. "Gallery Walk is a discussion technique that gets students out of their chair and actively involved in synthesizing important science concept, writing, and public speaking" (Francek, 2006). Moreover, according to Silberman (as cited in Anwar, 2015: 20), Gallery Walk is a presentation technique in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. They may be asked to provide feedback to the group of individual who creates the work. In this research, students in group were given questions or certain topic to write. Students were given time to discuss. Then, their results of writing were shown through gallery. Each student moved around the classroom visiting the gallery to give comments or suggestions to others' work. The feedbacks from other students were considered as materials for revising their writing.

Gallery walk provides an opportunity for active learning by encouraging learners' participation (Francek, as cited in Keong, 2016: 4). Moreover, Bowman (2005: 1) identifies that the gallery walk connects learners to each other and learners to the

training topic in a number of interesting, interactive ways. The Gallery Walk instrument offers many advantages towards student learning such as cooperative learning, peer assessment, practice on a variety of problems and tasks, and written and oral communication within the classroom setting (Hogan and Cernusca, 2011). Therefore, this technique was applied in this research.

Some previous researches related to this study had been done. Anwar (2015) conducted a classroom action research to find out the enhancing of students' speaking skill through Gallery Walk and to what extent the use of Gallery Walk technique enhancing students' speaking skill. The result showed that there was significant difference of mean between pre-test and post-test. Furthermore, this technique made the students more enjoyable because the atmosphere of the learning process was not too formal. Besides that, the other similar research conducted by Dinata and Anggraini (2017) showed that there was significant difference on students' speaking achievement taught using Gallery Walk technique than students who were taught by using teacher's technique. Thus, it could be said that Gallery Walk was effective technique to improve students' ability in speaking. In this study, the researcher applied Gallery Walk to improve writing skill.

Furthermore, a research conducted by Ahera (2014) showed that Gallery Walk technique could improve the students' writing skill in hortatory exposition text. Besides that, the students were actively involved in participating during the implementation of Gallery Walk technique. Another research conducted by Mulyani (2014) showed that the achievement of students in writing announcement text who were taught using Gallery Walk was higher or better than those who

were taught using conventional method. The similar research also conducted by Batubara (2017) who investigated the implementation of gallery walk technique in improving students' ability in writing announcement text. The results from observation, interview, and documentation showed that the students could be active, enthusiastic, diligent, brave, motivated, and the students could write announcement text easily through gallery walk technique. Those researches had used the technique to improve students' ability in writing hortatory and announcement text. In this study, Gallery Walk technique was implemented to improve students' writing ability of other kinds of text that was descriptive text.

The results of those studies showed that Gallery Walk technique was effective to improve students' ability in speaking and writing. However, there were still no researches provided related to this technique which investigated the improvement of students' writing ability in descriptive text and the students' response toward this technique. Considering the previous research above, the research was aimed to investigate whether there was significant difference of students' descriptive writing achievement between those who were taught by using gallery walk technique and conventional method, and to investigate the students' response toward the implementation of gallery walk technique.

1.2. Research Questions

Based on the above discussion, the research questions can be formulated as follows:

1. Is there any significant difference of the ability in writing descriptive texts of students who are taught by using gallery walk technique and those who are taught by using conventional method?
2. How are the students' responses toward the implementation of gallery walk technique?

1.3. Objectives of the Research

Based on the research questions, the objectives of this research are:

1. To investigate whether there is significant difference of the ability in writing descriptive texts of students who are taught by using gallery walk technique and those who are taught by using conventional method.
2. To investigate the students' responses toward the implementation of gallery walk technique.

1.4. Uses

The results of this research are expected to be beneficial both theoretically and practically as follows:

1. Theoretically

The result of this research can be used to enrich the theory of teaching writing skill by using Gallery Walk technique. It also can be used as the input of information about the use of Gallery Walk technique to improve students' ability in writing a descriptive text.

2. Practically

a. For the teachers

The result of this research can be used as a consideration technique in teaching writing.

b. For the students

The technique of this research hopefully can help students to increase their writing ability.

c. For the researcher:

The result of the study will answer the curiosity about the use of Gallery Walk technique to teach writing of descriptive texts.

d. Pedagogically

The result of the study will give information of knowledge about an alternative teaching method that can be used for improving the students' achievement in writing descriptive texts.

1.5. Scope

The study focused on teaching writing of descriptive texts through Gallery Walk technique and conventional method. The type of descriptive text was about describing person. In the teaching-learning process, the emphasis of the material was on how the students deliver their ideas to make a descriptive text with well-arranged aspects of writing such as content, organization, mechanic, vocabulary, language use, and mechanic, so that their writing ability could be improved. In the process of writing, the gallery walk would be used in the stage of editing (revising and reflecting). The material was taken from senior high school English

Curriculum. There were three topics concerning about human beings namely My Family, My Friend, and My Idol.

1.6. Definition of terms

Some terms are defined in order to give some basic understanding of the related variables and concepts:

a. Writing

Writing is a language skill in which the writer expresses their ideas, thoughts, expressions, and feelings in written form using knowledge of content, vocabulary, organization, language use, and mechanic for communicating the intended message to the readers and to create certain effects on them.

b. Descriptive text

Descriptive text is a text that describes a particular person, place or event in detail so that the reader can visualize the topic and enter into the writer's experience.

c. Gallery Walk

Gallery Walk is a discussion technique in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. They may be asked to provide feedback to the group of individual who created the work.

d. Conventional Method

Conventional method used in this study refers to the way of teacher's teaching in the school where the instruction was based on lecturing, with

little opportunity for students interaction. In teaching writing, the teacher usually explains the material then gives the students task to practice writing.

Those are the explanation about background, research questions, objectives of the research, uses, scope, and definition of terms. The explanation used as the main problem why the research was conducted.

II. LITERATURE REVIEW

This chapter deals with the theories that are used to support this research, includes the concept of writing, aspects of writing, teaching writing, conventional method, gallery walk technique, gallery walk in teaching writing, descriptive text, advantages and disadvantages of gallery walk technique, procedure, theoretical assumption, and hypothesis. Below is further explanation about those concepts.

2.1. Writing

Writing is an important skill to be mastered in learning English. Through writing, people can inform others, carry out transactions, persuade, describe something, and tell their idea or feeling. However, learning to write is not simply a matter of “writing things down”. It is one of the four basic skills besides listening, speaking, and reading that are very complex and difficult to learn.

There are some opinions about understanding of writing. According to Flynn and Stainthorp (2006: 34), writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people. It means that writing is a way of communicating and sharing one’s idea to other people through a written language.

Moreover, Raimes (1983: 3) states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication.

In addition, writing can be defined as a process of encoding a message or translating a thought into language by using graphic symbols based on certain conventions to form words and sentences (Byrne, 1988:1). Writing skill deals with the ability to arrange the graphic system such as letters, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. This also means that writing is used for communicating one's idea in written form to the readers.

Furthermore, writing is productive skills. It is one of the four language skills besides reading, listening, and speaking. Writing focuses on how to produce language rather than receive it. Therefore, writing has several steps to do. Oshima and Hogue (2007: 15) state that writing is a progressive activity which is open with the result of thinking what the writer going to say. After finished writing a text, the writer should read the draft of writing and make corrections. So, writing is not a one-step action.

From those explanations, it can be said that writing is a language skill in which the writer expresses their ideas, thoughts, and feelings in written language for communicating the intended message or information to the readers. It has a

complex process that encourages thinking and learning to explore thoughts and ideas.

2.2. Aspects of Writing

To produce a good writing, the writer should consider some aspects of writing.

Madsen (1983: 120) classifies writing into four components, as follows:

1. Mechanics

Mechanics include capitalization, punctuation, and spelling (notably for more than one misspelling of the some words).

2. Grammar

It would include basic materials that have been taught (at least matter as sentence sense, tenses, and word order).

3. Organization

Organization is larger element of writing that deals with the content of writing (introduction, body, and conclusion).

4. Vocabulary

It is the range of words which is chosen in writing.

From those statements, it can be said that writing is a complex process about how the writers express their idea since there are four aspects of writing which should be taken into account, such as; mechanics, grammar, organization, and vocabulary.

However, according to Jacobs et al (1981: 90), the aspects of writing are divided into five aspects as follow:

1. Content

Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.

2. Organization

Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

4. Language Use

Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence.

5. Mechanics

Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

The aspects of writing above are slightly different from those proposed by Madsen since it also suggests the content as one of the important aspects of writing. In this research, the aspects of writing stated by Jacobs et al (1981: 90) were used as the criteria to assess students' descriptive text writing. It is because

the composition covers the five aspects of writing such as content, organization, vocabulary, language use, and mechanic.

2.3. Teaching Writing

Teaching is showing or helping someone learn how to do something providing with knowledge, causing to know or to understand (Brown, 2007: 7). Related to the teaching foreign language, (Lado, as cited in Wang, 2011: 223) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech of its native and target culture in terms of their meaning as well as their great ideas in achievement. It means that in teaching, a teacher helps students and guides them to learn a material in order to make them understand.

Regarding to this, Brown (2000: 335) states that the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions, how to revise text, how to edit for appropriate grammar, and how to produce a final draft. Thus, in teaching writing, the focus is on teaching of language ability, organization of ideas, and also the process of composing writing.

Teaching writing is to teach the students how to express the idea or thought in written form. It is intended to develop students' competence in constructing sentences and paragraphs. A good deal of students' compositions measured up against a list of criteria included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation

(Brown, 2000: 335). Those aspects of writing should be taken into account in teaching writing in order to produce an effective writing. Teacher is hoped to enable students to organize their ideas during the process of writing.

Based on the assumption above, it is clear that the teacher should guide the students to write or teach them how to express their ideas into written form. In producing an effective writing the students have to follow some steps of writing. According to Soles et al (2007: 34), there are three steps of writing. Those steps of writing process can be summarized as follows:

1. Pre-writing

Before beginning to write, the writer should invest some time planning what to write and how to transmit the information. The writer should consider; *audience and purpose, tone and style, gathering of information, and outlining.*

2. Writing

At this stage, the writer can begin writing a first draft. It is important to consider the main parts of the text, paragraph development and coherence as well as genre conventions. As the writer revises and considers all these aspects, it may be helpful to use representative models as a reference.

3. Post-writing

The final stage of the writing process involves; *revising content and organization, checking for grammatical accuracy, editing for style, and proofreading and peer review.* These steps will help the writer spot any inconsistencies in the document to produce a flawless final version.

In addition, Harmer (2004: 4) states that process of writing are the phase where the writer goes through in order to produce something in its final written form. He states that there are four main steps in the process of writing, they are:

a. Planning

In this stage, writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers, this may involve making detailed notes. For others a few jotter words may be enough.

b. Drafting

We can refer to the first of a piece writing as a draft. As the writing process into editing, a number of drafts may be produced on the final to the final version.

c. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not work. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce the final version. This may look considerably different from both original plan and the first draft, because things have changed in the editing process.

In this research, teaching writing is expected to guide the students not only to write sentence but also to organize their ideas that cover the use of grammar, vocabulary, mechanics, and organization into written form. In practicing writing, students go through the process of writing proposed by Harmer (2004: 4), such as; planning, drafting, editing (reflecting and revising) and the last is final version. Among those steps of writing, Gallery Walk was applied in the editing process (reflecting and revising).

2.4. Conventional Method

2.4.1. Definition of Conventional Method

Conventional teaching method is the most common teaching behavior found in schools worldwide. According to Li (2016: 105), conventional method or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. These instructors initiate discussions in the classroom, and focus exclusively on knowing content in text books and notes. Students receive the information passively and reiterate the information memorized in the exams. It can be inferred that this method is dominated by the teacher as an information giver, while the students listen to the explanation and make some notes.

Furthermore, Roestiyah (2008: 136-137) stated that conventional teaching method is a traditional teaching method or also called lecturing method which has been used for long time as a tool of oral communication between the teacher and the students in teaching and learning process. It is characterised by the lectures which

is followed by explanations, assignments, and exercise. Thus, in conventional teaching method the teacher usually explains the material and gives the task to the students afterwards.

Regarding to those statements, it can be said that conventional method allows the teacher to present the knowledge to the learners usually by using lecturing method and emphasizes on the content or skill mastery which is marked by the assignments and exercise. Meanwhile, the term of conventional method used in this study refers to the way of teacher's teaching in the school where the instruction was based on lecturing, with little opportunity for students interaction. In teaching writing, the teacher usually explains the material then gives the students task to practice writing.

2.4.2. Procedure of Conventional Method in Teaching Writing

The process of writing by using conventional method can be described as follows:

1. Planning

The teacher gives the topic about describing person. Then, the students plan to write what they are going to say.

2. Drafting

The students create the first of a piece writing of descriptive text about person as a draft.

3. Editing

After the students have produced a draft, they read through what they have written to see where it works and where it does not work. In this step, there is no reflecting and revising process because the students work individually and did not get comments from other readers.

4. Final Version

Once students have edited their draft, making the changes they consider to be necessary, they produce the final version.

Those are the procedure of teaching writing by using conventional method. In this research, the steps of teaching writing included are planning, drafting, editing (without reflecting and revising process) and final version.

2.4.3. Advantages and Disadvantages of Conventional Method

Advantages of conventional method

There are several advantages of having conventional method, such as:

- 1) It is suitable for large classes, it takes shorter time to do the class activities, learning materials can be well prepared, teachers may feel less nervous, embarrassed or tongue-tied (Nagaraju, as cited in Emaliana 2017: 61). In this way of learning the real important thing is to transfer the knowledge to the learners.
- 2) It can be very effective, particularly for sharing information that is not easily found elsewhere, presenting information in a quick manner, generating interest in the information and teaching learners who learn best by listening (SchoolNet SA: 2007).

The Disadvantages of Conventional Method

Although conventional method has long been used in teaching and learning process, however this method has some drawbacks such as:

- 1) Since the teachers have an important role as information providers, so the students are viewed as learners who passively receive information.
- 2) In the teaching of EFL, the main focus is getting the students to perform well on state-mandated tests rather than catering to students' need (Zohrabi et al, 2012: 20). The teachers have less motivation for innovation in teaching.
- 3) Conventional teaching method emphasizes on the content recitation without allowing time for students to reflect upon the materials presented, relate it to the previous knowledge or apply it to real life situation (Burrowes, 2003: 492).

Those are advantages and disadvantages of conventional method. Since in conventional method the teacher takes the primary responsibility for guiding the instruction by explanation of the information and modeling, so the teachers should convey the materials well, unless students will have difficulties and lack of knowledge. It is because the teacher as the center of classroom teaching.

2.5. Gallery Walk

2.5.1. Definition of Gallery Walk

Gallery walk is a presentation technique in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. They may be asked to provide feedback to the group of individual who created the work (Silberman, as cited in Anwar: 2015). It means that gallery walk allows students to be actively engaged as they walk throughout

the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts.

In addition, according to Jennings and Caulfield (as cited in Depega and Elmiati, 2013), Gallery Walk is a way to students adds comments, answer, or solutions to pose questions or topics written on newsprint mounted on the wall by circulating clockwise around the room. So, Gallery Walk gives more chance for students to participate in the class.

Besides that, Francek (2006) also describes that gallery walk is a discussion technique that gets students out of their chairs and involve themselves into active engagement. Some teachers shudder at the thought of having all of the students out of their desks moving around the classroom at the same time, but in actuality, it can be a very effective technique for classroom management. The learners need a certain amount of time out of their seats, and this will give them that opportunity (Gray, 2012). During a Gallery Walk, students explore multiple texts or images that are placed around in the classroom. Teachers often use this technique as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations or material. This technique requires students to physically move around the room, so that it can engage especially kinesthetic learners.

Briefly, gallery walk is a technique which allows the students to actively generate and display their ideas around the classroom in an interactive way. It gets students out of their seats to respond or give feedbacks to meaningful questions,

documents, or texts. In this study, the objects to be given feedback are the students' descriptive text writing.

2.5.2. Procedures of Gallery Walk

According to Francek (2006), the common procedures of using gallery walk used in science classroom are:

1. Select text

Select the text (e.g. quotations, images, documents, and/or student work) that will be used for the gallery.

2. Organize text around the classroom

Text should display “gallery style” in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Text can be hung on walls or placed on tables. The most important factor is that the texts are spread for enough space to reduce significant crowding.

3. Instruct students on how to walk through the gallery

Instructions will depend on the goal for the activity. Students can take gallery walk on their own, or with a partner or in small groups, announcing when the group should move to the next place in the exhibit.

Furthermore, how to use a gallery walk technique in social studies class based on CSCOPE, a newsletter created by Texas Education Service Center Curriculum Collaborative (as cited in Ahera 2014: 10) is:

1. Write

Create questions or prompts about the current topic of study, and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create stations. Images, documents, problems, or quotes may also be used.

2. Group

Divide group students into teams of three to five students, depending on the size of the class. Each group should start at a different station.

3. Rotate

After three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, the teacher can have groups switch recorders at each station.

4. Monitor

As the teacher, it is important to monitor the stations while the students participate. Teacher may also need to clarify or provide hints if students don't understand or misinterpret what are posted at their station.

5. Reflect

Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.

Furthermore, Bowman (2005) suggests the general instructions for teaching at customer service training using Gallery Walk as follows:

- 1) Tape a number of large sheets of paper to the wall of the training room.
Space the chart pages so that learners can walk from one chart to another.
- 2) Label each chart with question, statement, or issue related to the topic.
- 3) Learners walk around the room writing their responses on the charts.
- 4) Assign a direction to move or they can move randomly. They can do the activity as individuals or in groups.
- 5) After the learners have written on all the charts and jotted down their observation on a work sheet, learners then spend a short period of time in small groups discussing their observation.
- 6) Finally they discuss the activity with the whole group.

Those are some procedures of using gallery walk technique based on some experts. This technique has flexibility to used, so it can be modified based on the goal of the activity. However from those procedures, there are some steps that should appear in Gallery Walk:

- 1) Writing the text

The text can be quotations, documents, or students work related to the topic of study.

- 2) Organizing the text

The texts are displayed in gallery style around the classroom to create stations. Provide enough space to reduce crowding.

- 3) Rotating and giving feedback

Students walk around the room visiting the galleries. They discuss and give responses on it.

4) Reflecting

Students discuss what they have gotten from the previous step.

Those are procedures of Gallery Walk that would be applied in teaching writing descriptive text.

2.6. Gallery Walk in Teaching Writing

Teaching writing skill to non-native students is a very challenging task for the teachers, because developing this skill takes a long time to see the improvement.

Writing itself has many sub-skills that become the problems of the students' writing ability. To solve the problems, the various techniques can be applied to improve the students' writing skills. One of the techniques that can be applied is gallery walk.

The idea of using gallery walk technique to teach writing was to make the students get actively involved in the class activity. As they feel excited to the technique, it aroused them to get into the subject and made them understand faster. Before the teacher chose a certain topic using this technique, teacher must prior to instruction to ensure successful use of this technique. By using gallery walk, students not only rotated around the class, but they also had to respond the others' work. It helped them to use higher order thinking skill in developing their ideas.

Gallery walk in teaching writing also could be implemented to make the students generated and developed their ideas because the technique had discussion activity that was considered it could encourage the students to share their thought and

understanding about the topic. In order to teach writing, the students had to compose text and then place their work on the wall, so that other students could give comment on their work. By getting a feedback from their friends, students were expected to know more what they had to improve, if it was their diction used, grammar, even punctuation. It would be a good reflection to have for the students.

The activities chronologically were on how to motivate the students to do writing task and involve in the teaching-learning process, make the students to generate and develop their ideas, and improve the students' aspects of writing. They would check their whole writing products by having feedback at the end of activity. They shared and discussed their mistakes freely to their friends, and of course the teacher might help them in correcting their writing.

There were some previous studies related to the implementation of gallery walk technique for teaching writing. According to Ahera (2014), gallery walk could improve students' achievement in writing hortatory exposition text. It could be seen from the result of students' average score which increase from the pre-test, first cycle, and second cycle. Moreover, the students were actively involved in participating during the implementation of gallery walk technique. It worked because gallery walk provided the students to get out of their chair, and rotated in each station to collect the material then did the task given by the teacher. Students were not allowed just to sit down and did nothing. So it made the students to get active during the teaching learning process.

In addition, Mulyani (2014) found that students who were given Gallery Walk did better than those who were given conventional method in writing announcement text. It indicated that the use of Gallery Walk technique brought about significant improvement. In addition, Gallery Walk technique also gave some advantages in its application such as giving chance to move around the classroom, directing students' focus and interrupting the lethargy.

Furthermore, Batubara (2017) stated that gallery walk was one of many techniques that could help the students to be easier in learning writing especially announcement. The students were easier to understand what announcement was in learning process. Besides that, the teacher also was better and easier to implement gallery walk technique in teaching writing announcement. The students' response when using gallery walk technique in teaching announcement was very good because the gallery walk can make students more active in group or individually. They were interested in the lesson and more understand about announcement.

From the explanation above, it could be assumed that gallery walk technique could be used for teaching writing since this technique allowed students to actively engage in sharing their idea and helped them to produce a better writing by considering feedbacks from other students.

2.7. Response

Response is something that is said, written, or done as a reaction or reply to something else (Longman, 2009). In addition, response is also defined as a coordinated movement by someone's perspective towards any events in society

(Hamalik, 2011 in Achmadin, 2013). It could be said that, response is a reaction to something based on someone's perspective. In *Collins English Dictionary*, the word perspective means a particular way of thinking about something, especially one that is influenced by beliefs or experiences. Regarding to this, students' response refers to their perspectives or opinion after experiencing the treatments by using Gallery Walk technique in writing descriptive text.

To obtain the information about students' responses, the questionnaire adapted from Chin et al (2015: 57) was used. Below is the item of questionnaire:

1. I understand the topic I prepared well
2. I understand well as a listener at other stations
3. This method interests me more to learn
4. This method is better than teacher's teaching
5. I hope to learn in similar method again
6. I feel more free to ask what I don't understand
7. I am satisfied with other groups' presentation
8. Five minutes at each station is enough
9. It is good to repeat the station twice
10. I like this method for other subjects
11. I like my school teacher to use this method
12. I find this method boring

Those questionnaires were used to find out the students' response or feedback on their gallery walk learning experience in biology lessons where the students worked in groups. Therefore, the researcher modified the questionnaire and put some questions which were relevant with the learning process. The questionnaires used in this research were provided below:

1. I feel enjoyable during the implementation of this technique
2. I understand the topic more easily with this technique
3. This technique makes me more active in teaching and learning process

4. Feedbacks from other students are useful to improve my writing
5. Responding others' work gives me chance to share my understanding
6. This technique motivates me to write a good writing
7. This technique is better than teacher's teaching
8. I hope to learn in similar technique again

Thus, the questionnaires above were used to get the students' response related to their opinion toward the implementation of Gallery Walk technique in writing activity.

2.8. Descriptive Text

2.8.1. Definition of descriptive text

A descriptive text tells the readers what something is like. The writer is trying to help the readers imagine or 'see' a person, place or thing (Skillswise, 2011). Kane (2005: 352) states "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception." So, description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

Gerot and Wignell (1995) define "descriptive text is kind of text which is aimed to describe a particular person, place or things. It can be concluded that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be

used to describe the outwards appearance of people. It may tell about their traits of character and personality.

In addition, Oshima and Hogue (2007: 61) state that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. On the other words, the social function of communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly.

Furthermore, Jolly (as cited in Sumarsih and Sanjaya, 2013:108) assert there are five types of descriptive writing text. They are:

1) Describing a process

Describing a process not only explains how something is done, but also explains why it is done and what is needed to complete the process.

2) Describing an event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that is happened in Japan. In this case, he or she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

3) Describing a person

In describing a person, the first thing that we do is recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral

attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

4) Describing a place

Presenting something concrete is the way to describe place, for example: a home, a hospital, and school.

5) Describing an object

To describe an object accurately is done by providing the physical characteristics of the object such as the color, form, shape, and so on.

In this research, the type of descriptive writing that will be chosen for the topic of writing is describing person, since it include as one of the materials in basic competence of the 2013 Curriculum for senior high school.

2.8.2. Generic Structure of Descriptive Text

Gerot and Wignell (1995) state that the generic structures of descriptive writing are:

- a) Identification which identifies phenomenon or things that will be described. It is usually begun with the statement responding to the questions of what or who: what is going to be described or who is going to be described in the following sentences. For examples, when a writer wants to describe about a person, he or she will start his identification by mentioning the name of the person and the general identification about the character.
- b) Description which describes parts, qualities, or characteristics of something or someone in detail. After a person is identified, for

instance, the writer describes characteristics of the person from his personal information, physical appearance and personality traits.

The following is an example of descriptive text (adapted from Purwadi (2012; 74));

Bambang Pamungkas

Identification: Bambang Pamungkas, familiarly called Bepe, is my idol. He is an Indonesian footballer. He was born on June 10th 1980. Currently he plays for Persija Jakarta in Indonesia Premier League and previously he plays for the Indonesia national football team. He usually plays as a striker.

Description: Bepe looks like a star and perhaps become the team's most popular player among its supporters. He has a slim and tall body. He also has black spiked stiff hair. His eyes are round and black. He has an oval face and brown tanned skin. Most of women who admire him like his unshaved moustache and beard.

Description: His playing ability is also outstanding. He often scores goals in many tournaments and gets many achievements both from national and international championship. He is also Indonesia's record holder in terms of both appearances and goal scoring, earning 86 caps and 38 goals with the Indonesia national team. Bepe is not only a famous figure, but also a great player. That is why I like him so much.

2.8.3. Language Features of Descriptive Text

Knapp and Watkins (2005: 98-99) write there are several grammatical features of descriptive writing as the following:

- a) In descriptive text, the present tense is predominantly used.

- b) Although past tense may be used in literary description, it is present tense that tends to dominate.
- c) Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
- d) Action verbs are used when describing behaviors/users.
- e) Mental verbs are used when describing feeling in literary descriptions.
- f) Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.
- g) Personal and literary descriptions generally deal with individual things.

According to Gerot and Wignell (1995) there are significant of grammatical features of descriptive text:

- a) Focus on specific Participants
- b) Use of Attributive and Identifying Processes
- c) Frequent use of Epithet and Classifiers in nominal groups
- d) Use of simple present tense

In conclusion, descriptive text is a text that describes a particular person, place or event in detail so that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like. Descriptive text has two parts; identification and description. The focus is on specific participant who is dominated with simple present tense and adjectives to describe characteristics and qualities of thing.

2.9. Advantages and Disadvantages of Gallery Walk Technique

Technique is an important thing in teaching and learning of every skill because technique can be used to improve students' ideas and comprehension. In addition, all technique has advantages and disadvantages. Below are the advantages and disadvantages of gallery walk technique.

2.9.1. The Advantages of Gallery Walk

Gallery walk is considered as an alternative technique to teach writing because it has many advantages. The advantages of using it can be described as follows:

- 1) This technique allows students to address their interest, allows students to be completely honest because their written responses are anonymous, encouraging students to use higher-order thinking skills (example: analysis, evaluation, synthesis) while engage in a review and providing students with an opportunity to physically move around while reviewing material. (Bowman, as cited in Ahera, 2014)
- 2) This technique encourages students to speak and write the material rather than just hearing it from the teacher. Gallery Walk has the additional advantage of promoting cooperation, listening skills, and team building. (SERC, 2019).
- 3) This is an active exercise for the instructor too, because it provides a great opportunity to interact with the students in an informal, more relaxed instructional environment. (Hogan and Cernusca, 2011).

- 4) Reassures students that their voices, ideas, and experiences are valued, because students are more likely to share ideas among a non-threatening group of peers (Nwanekezi et al, 2018: 253).

2.9.2. The disadvantages of Gallery Walk

Beside of the advantages, gallery walk also has disadvantages as follows:

- 1) This technique needed an attention in the management of time, space, and class. So, the teacher had to find some efforts so that the students could do the work well appropriate with the procedure and the time allotment. (Mulyani, 2014)
- 2) This technique allowed the students to give comment to the others' writing. However, sometimes there were students who gave inappropriate comments to other. Therefore, the teacher should guide and monitor the students in this stage.

In short, the benefits of the technique are much more than its shortages. Therefore this technique is known as one appropriate technique for teaching and learning.

2.10. Procedure of Gallery Walk in Teaching Writing

Francek (2006) states that "Gallery Walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking." The advantage of this technique is its flexibility. In this research, the goal of teaching by using Gallery Walk was to teach writing descriptive text as insisted in the curriculum, so the writer modified

the teaching instructions or the teaching steps. This research used four steps by Harmer (2004: 4) in teaching descriptive text by using gallery walk technique.

The steps are described as follows:

1. Planning

- Teacher divides students into five groups.
- Teacher gives examples of descriptive text about person and questions to each group. The questions can be as follow:
 - Who is the person you want to describe? (identifications)
 - How does she/he look like? (descriptions of physical appearance)
 - What does she/he like to do? or What is her/his hobby? (descriptions of personality traits)
- Teacher gives each group the time to discuss and answer the questions. Their answer will become the outline for writing in the next step.

2. Drafting

- Then, teacher asks the students to write descriptive text about person based on the outline they have written.

3. Editing (revising/reflecting)

- Students share their first draft by sticking their works on the wall. Each paper is posted on different "stations" or in different locations around class. The teacher provides sufficient space for each student.
- Teacher asks each student to visit the others' works.
- Teacher asks the students to read, check and write their comments, helpful feedback, or suggestions towards their friend's work by using sticky

notes. The comments especially focus on the five aspects of writing such as content, organization, vocabulary, language use, and mechanic.

- Then they go back to their desks and do a class discussion.
- Students identify and correct their own mistakes.
- Students revise their draft based on their other's comments and suggestions.

4. Final version

- Students produce the final version of writing by considering the changes in the editing process.

Those are the procedures of the implementation of gallery walk technique in teaching writing of descriptive text.

2.11. Theoretical Assumptions

Writing is one of language skills that should be mastered by the students. In this case, the researcher used gallery walk technique to increase the students' ability in writing descriptive text. "Gallery Walk is a discussion technique that gets students out of their chair and actively involved in synthesizing important science concept, writing, and public speaking" (Francek, 2006). It means that, gallery walk technique gives chance to student-centered learning since they can discuss, debate, and write about course content rather than just listening to the teacher's explanation. It also helps the students to be more active and get actively involved in a classroom activity.

In line with writing skill, this technique allowed the students to explore and develop their ideas to write since this technique had discussion activity. Each student in the groups had a chance to contribute, express, and share their ideas to others. So, it helped them to determine the better idea to write. Besides that, it also allowed students to produce a more well-organized writing because in gallery walk technique, the students were provided some questions that promoted their higher order thinking and led them to construct the descriptive text. So, their writing had better organization. Furthermore, Gallery Walk was an activity in which the students could show their thought through gallery so that other could see or evaluate it. This meant that this technique allowed students to give feedback to the others' work. It trained the students to express their comments to their friends' work and accept their friends' feedback as well. The feedback could be used to alert the students about their error and give them opportunity to fix the errors themselves. So, it was like a reflection for them.

Finally, it was assumed that gallery walk technique could help students to improve their ability in writing descriptive text and it also could develop all aspects of descriptive text writing such as content, organization, vocabulary, language use, and mechanics.

2.12. Hypothesis

Based on theoretical assumption above, the researcher formulates the following hypothesis:

1. There is a significant difference of the ability in writing descriptive texts between students who are taught by using gallery walk technique and those who are taught by using conventional method.

Those are the explanation about the concept of writing, aspects of writing, teaching writing, conventional method, gallery walk technique, gallery walk in teaching writing, response, descriptive text, advantages and disadvantages of gallery walk technique, procedure of gallery walk in teaching writing, theoretical assumptions, and hypothesis.

III. METHODS

This chapter describes the method that is used in conducting the data of the research such as design, population and sample, instruments, data collecting techniques, research procedures, scoring criteria, validity and reliability of the instruments, data analysis, and hypothesis testing.

3.1. Design

This research is categorized as quantitative research. The researcher intended to investigate whether there was a statistically significant difference of students' writing ability between those who were taught through gallery walk and those who were treated with conventional method, and to find out the students' responses of the implementation of gallery walk.

To answer the first research question, a quantitative approach was used in this research. The design of this study was Pre-Test Post-Test Control Group Design. It belongs to experimental design which has three basic characteristics: (1) control group is present (2) the sample are randomly selected and assigned to the groups, and (3) a pre-test is administered to capture the initial differences between the groups (Setiyadi, 2006: 141). The design of this study is presented as follows:

E	01	X	02
C	03	O	04

Where:

- E: Experimental group
- C: Control group
- 0: Pre-test for the experimental group
- 02: Post-test for the experimental group
- 03: Pre-test for the control group
- 04: Post-test for the control group
- X: Treatment using Gallery Walk technique
- O: Treatment using conventional method

There were two classes that got different treatments. The first class was an experimental class which was taught by using Gallery Walk technique. The second class was control class which was taught using conventional method. After the two classes were given the different treatments, the same writing descriptive text tests were given to the experimental and control classes. The post-test was used to see how far the increase of the students' writing mastery after the treatments was given. The treatment was given to the classes in three times.

The results of the second question was the students' response about the implementation of gallery walk in teaching and learning writing. In order to gain the data, the questionnaire was used as the instrument.

3.2. Population and Sample

The population of this study was the tenth grade students of SMAN 1 Sumberejo in the academic year of 2017/2018. The tenth grade students consist of seven classes.

Cluster random sampling technique was used in this study to choose the sample. It is the random sampling technique where the population is not individuals but consists of small groups of units. In this case, the population is divided into groups (classes). Then some groups are selected randomly by using lottery as the samples for the research. Two classes were chosen as the experimental class and control class. The samples were 30 students from X MIPA 2 as the experimental class and 30 students from X MIPA 1 as the control class.

3.3. Instrument

Instrument refers to the tools or means by which investigators attempt to measure variables or items of interest in the data-collection process. Instrument has relation with evaluation. Instrument is very important to collect data and to do the researcher's work easily in research activity. This research instruments as follow:

1. Writing Test

The instrument in this research was a writing test. The tests were conducted in the first meeting and the last meeting. The test consisted of instructions to make a descriptive text based on the direction given. In scoring the students' works, the researcher used scoring system from Jacobs et al (1981). Jacobs et al (1981) rate the scripts based on five aspects of other analytical scales of writing composition which are: content, organization, vocabulary, language use, and mechanics. In addition, they differentiate five aspects: content is weighed 30 points, language

use is 25 points, organization and vocabulary are weighed 20 points, and mechanics is weighed 5 points.

2. Questionnaires

Questionnaire is a written form of questions that used to get information from the respondents. In this research, questionnaires were used to get the information about the students' response toward the implementation of gallery walk technique. There were eight questions in the questionnaire and those were translated into Bahasa Indonesia to help the students understand the content easily. The type of questionnaire used in this study was close-ended questionnaire in which the respondents chose the answers that had been provided in form of Likert scale. The scales consisted of four points or categories: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree).

3.4. Data Collecting Techniques

In collecting data, the researcher applied the following procedures:

1. Pretest

The pretest was conducted before treatments. It was used to see the students' basic ability before the treatment. The time given was 90 minutes. The students were asked to make descriptive text about person consisting of identification and descriptions by considering the aspects of writing such as content, grammar, organization, vocabulary, and mechanics.

2. Post-test

The post-test was conducted after the researcher conducted the treatments. It was used to see the improvement of the students' writing after the treatment. The time given was 90 minutes. Similar to the pretest, the students were asked to make descriptive text about person consisting of identification and descriptions by considering the aspects of writing such as content, grammar, organization, vocabulary and mechanics.

3. Questionnaire

The questionnaires were distributed after the students do the post-test. This questionnaire was expected to answer the students' response about the implementation of gallery walk technique.

3.5. Research Procedures

The procedures of the research are as follows:

1. Determining the sample of the research

Two classes were taken as the sample. The sample of the research was selected by using cluster random sampling technique. Those two classes were randomly assigned into experimental class and control class.

2. Selecting the material

The syllabus of the first year of SMA based on school based curriculum of 2013 was used as the material resource. Descriptive text is one of the texts that should be learned in the second semester of tenth grade. The researcher used some samples of descriptive text from English books and the internet.

3. Administering the pretest

Pretest was administered on both experimental class and control class.

4. Conducting the treatment

After giving the pretest to the students, the experimental class was given the treatment by using gallery walk technique, while the control class was given the treatment by using conventional method. The treatments were conducted in three meetings. Each meeting lasted for 90 minutes.

5. Administering post-test

The post-test was administered on both experimental class and control class.

6. Distributing the questionnaire

The questionnaires were distributed to the experimental class in order to get the students' opinion about the implementation of gallery walk technique in teaching writing.

7. Scoring and analyzing the data

The data was scored by two raters based on the scoring criteria of writing proposed by Jacob et al (1981). After that, the data was analyzed. The data was computed through *SPSS version 23*. While, the result of questionnaire was scored based on Likert Scale and then it was analyzed by using Cronbach Alpha formula.

8. Testing Hypothesis

After the data were analyzed, then the hypothesis was tested.

3.6. Scoring Criteria

The success of students' writing can be seen if they can apply five aspects of writing properly. Therefore, the five aspects of writing that was evaluated instudents' writing are content, organization, grammar, vocabulary, and mechanics. The score of the test in writing descriptive text is derived as follows:

1. Content: 30
2. Organization: 20
3. Vocabulary: 20
4. Language Use: 25
5. Mechanics: 5

The researcher as the first rater and the English teacher in SMAN 1 Sumberejo as the second rater scored the students' pretest and post-test using scoring criteria from Jacobs et al (1981) by considering five aspects of writing; content, organization, vocabulary, language use, and mechanics (see Appendix 4).

3.7. Validity and Reliability of the Instruments

Validity and reliability are used to determine the quality of the instruments of this research.

3.7.1. Validity of the Test

A test would be said valid if it measures the object to be measured (Setiyadi, 2006: 22). The validity of the pre and post writing test of this research were related to content and construct validity.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given was suitable with the curriculum. Content validity is defined as any attempt to show that the content of the test is a representative sample from the domain that is to be tested (Fulcher and Davidson, 2007: 6). This research used descriptive writing test which was supposed to be comprehended by the first grade of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material used was chosen based on 2013 Curriculum for first grade of senior high school.

Construct validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006: 25). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. To find construct validity of the test, the researcher formulated the test by the concept of writing ability. In this case, the focus of the test included the content, organization, vocabulary, language use and mechanics of writing descriptive text by Jacobs et al (1981: 90). Therefore it could be stated that it is valid in construct. In measuring construct validity of the instrument (test), the second rater was involved in scoring the students' work based on the indicators.

3.7.2. Validity of Questionnaire

The questionnaire gave some additional information about the students' response toward the implementation of gallery walk technique. Several questions

related to the use of gallery walk technique in teaching learning process were asked to the students after they were taught through gallery walk technique. The questionnaire was adapted from Chin et al (2015). The researcher selected the suitable items related to the learning process. Then, all the chosen items were put in the questionnaire. The researcher scored the questionnaire used a number of statement for each question. It would like the students to indicate their opinion about each statement by ticking the alternatives (strongly agree, agree, disagree, strongly disagree) which best indicates the extent to which the students agree or disagree with that statement (Setiyadi, 2006: 73).

3.7.3. Reliability of the Test

Reliability has to deal with the quality of measurements, the consistency of the measurement device, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of the measurements. A measure is considered reliable if it gives the consistent result repeatedly.

This research used inter-rater reliability. Inter-rater reliability refers to the degree of similarity between different examiners; can two or more examiners, without influencing one another, give the same marks to the same set of scripts (Wang, 2009: 39). Thus, it is used when score on the test is independently estimated by two or more judges or raters. In this case, the researcher was the first rater, and the English teacher in SMAN 1 Sumberejo was the second rater.

Before scoring the students' descriptive text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second raters used scoring criteria proposed by Jacobs et al (1981: 90).

3.7.4. Reliability of the Questionnaire

To measure the reliability of questionnaire, the Cronbach Alpha Formula in SPSS 23 was used in this research. First of all, the results of the questionnaire were scored based on Likert Scale. To measure the consistency items of the questionnaire, the researcher use Cronbach Alpha Coefficient since it is the most common measurement used to measure the consistency among indicators of the questionnaire. The alpha ranges between 0 and 1. The higher alpha, the more reliable the questionnaire will be (Setiyadi, 2006; 190-191).

The classification of reliability is as follows:

- a) Between 0.81 – 1.00 = very high reliability
- b) Between 0.61 – 0.80 = high reliability
- c) Between 0.41– 0.60 = moderate reliability
- d) Between 0.21 – 0.40 = low reliability
- e) Between 0.00 – 0.20 = very low reliability

The results of computation showed that the realibility coefficient of the questionnaire items was 0.862 (Appendix 6).The item score indicated that the questionnaire items had very high reliability. It meant that the questionnaire could be used to find out the students' response.

3.9. Data Analysis

To measure the students' progress in writing, the researcher analyzed the students score through this activity:

1. Scoring the pretest and post-test.

In scoring the student's writing product, the researcher as the first rater and the English teacher as the second rater used the criteria of writing score which was adopted from Jacobs et al (1981: 90).

2. Tabulating the result of the test and finding the mean of the pretest and post-test from control group and experimental group.

The difference between the two means was computed using the following formula as stated by Sudjana (2005: 67):

$$\bar{X}_c = \frac{\sum X_c}{N_c} \qquad \bar{X}_e = \frac{\sum X_e}{N_e}$$

Notes:

X_c: Mean score of control group

X_e: Mean score of experimental group

ΣX_c: Sum of all scores of the control group

ΣX_e: Sum of all scores of the experimental group

N_c: Number sample of control group

N_e: Number sample of experimental group

To analyze the questionnaire data, the formula to find out the percentages was

used. The formula used is % response = $\frac{\text{student's score}}{\text{total score}} \times 100\%$

The criteria of score:

0% - 20% = very low

21% - 40% = low

41% - 60% = average

61% - 80% = high

81% - 100% = very high

3. Drawing conclusion from tabulated-result of the pretest and post-test administered.

The statistical computerization i.e. independent sample t-test of Statical Package for Social Science (SPSS) was used to find out whether the difference between two scores compared was significant or not. According to Setiyadi (2006: 170), using T-test for hypotheses testing has three basic assumptions that can be described as follows:

1. The data is an interval
2. The data is taken from random sample population (conditional)
3. The data is distributed normally

Therefore, before testing the hypothesis using T-test, it was necessary to find out whether the data were normally distributed or not. The statistical calculation to do normality test by one sample Kolmogorov-Sminov Test in SPSS v 23.0 was used.

The criteria used to see the normality of data is as follows:

H_0 : $t\text{-ratio} \leq t\text{-table} = \text{Data are normally distributed}$

H_1 : $t\text{-ratio} > t\text{-table} = \text{Data are not normally distributed}$

The hypothesis is accepted if the result of the normality test is higher than 0.05 ($\text{sign} > p$). In this case, the researcher used the level of significance of 0.05.

3.10. Hypothesis Testing

The hypotheses were analyzed using paired sample t-test and independent sample t-test of Statal Package for Social Science (SPSS) v 23.0. The level of significance 0.05 was used in which H_1 will be accepted if the significant value is lower than 0,05 ($\text{sign} < 0,05$). It means that the probability of error in the hypothesis is only 5%. The hypotheses are:

- H_1 :
1. There is a significant difference of students' descriptive writing after being taught through gallery walk technique.
 2. There is a significant difference of students' descriptive writing after being taught through conventional method.
 3. There is a significant difference means between students who are taught by using gallery walk technique and those who are taught by using conventional method.

From the explanation above, it could be summarized that the researcher used pretest post-test control group design. The researcher administered a pretest, treatments in three meetings, and a post-test. The instruments used in this research were the writing test and questionnaires. Paired Sample T-test and Independent Sample T-test were used to analyze the data.

V. CONCLUSION AND SUGGESTIONS

This chapter consists of the conclusion of the research findings. It also includes suggestions for English teachers, and further researchers who want to conduct similar research.

5.1. Conclusions

Based on the results of the data analysis and research findings on the previous chapter, the researcher comes to the following conclusions:

1. There was significant difference of students' writing ability between students who were taught using gallery walk technique and those who were treated with conventional method. It could be seen from the results of hypothesis testing that the significant value was smaller than alpha ($\text{Sign.} < \alpha$, $0.028 < 0.05$). The students who were taught through Gallery Walk technique performed better than students who were taught through conventional method. It worked because gallery walk technique allowed the students to actively engage in writing activity by giving and receiving feedback. It was also supported by the data of total score increased of both classes. In experimental class, the score increased was 17.13 while in control class the score increased was 11.18.

2. In addition, gallery walk was better for teaching writing English in terms of two aspects of writing; vocabulary and mechanic. The significant value of vocabulary and mechanic aspect were lower than α ($0.01 < 0.05$, $0.00 < 0.05$). It indicated that the students who were taught using gallery walk technique had the better increase on writing especially in terms of mechanic and vocabulary rather than those who were taught using conventional method. It happened because Gallery Walk provided opportunity for students to give feedback to the others students' work and most of students gave more attentions to the dictions or word choice, punctuation, capitalization, spelling, layout and paragraphing.
3. The results of questionnaires showed that the majority of students had possitive response toward the implementation of gallery walk technique. The majority of students agreed that gallery walk technique made them enjoyable, active, and understand the material well. Besides, they could share their understanding and create a better writing. So they hoped to experience this kind of technique again.

5.2. Suggestions

Referring to the conclusion above, the researcher would like to put forward some suggestions below:

1. For the teachers
 - a) The teachers should consider the time allocation for the treatments. There must be a good preparation of the time in each step of gallery walk.

- b) The teachers should guide the students who face difficulties and pay more attention to the students who get low achievement. They have to encourage them to be more active so that they can have better achievement.
- c) The teacher should provide guidance for students in applying Gallery Walk.

2. For the further researcher

- a) Since vocabulary and mechanic were the aspects which significantly improved, so it is better for the further researcher to apply Gallery Walk technique in order to improve the other aspects of writing such as content, organization, and language use.
- b) It is suggested that further researchers apply Gallery Walk in different language skills such as reading, listening, or speaking by modifying the procedures of the technique.
- c) It is good to use an observation sheet in order to know the students' activity and involvement in the class.
- d) It is also suggested to apply interview in collecting the data to investigate the students' difficulties during the implementation of the technique.

Those are the conclusions of the research findings and suggestions for English teachers and further researchers who want to conduct a research related to gallery walk technique.

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